



global competence certificate



SENTIO GLOBAL EDUCATION NETWORK EDUCATIONAL PROGRAMS

The **Global Competence Training Program (GCTP)** and the **Global Competence Certificate (GCC)** bring content of intercultural learning and cultural adjustment, framed in the educational approach of experiential learning. In this introductory document, you can read more about our content, experiential learning, our educational goals, our overall approach, the references we use and the biographies of the design team.

Sentio, Global Education Network, provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world. The global competence educational programs are a core contribution to this mission.



EDUCATIONAL GOALS

The content of the global competence educational programs were designed to meet key goals to help learners develop intercultural competence and deal with cultural adjustment. These goals are organized into four core areas:

Self-awareness

- Increase cultural self-awareness through reflecting on their own personal and cultural experience as citizens in local to global contexts.
- Identify and understand how cultural groups have shaped their characteristic ways of feeling, perceiving, thinking, and behaving.
- Analyze and reflect on power relations, privilege, and inequality.

Awareness about others

- Recognize and understand patterns of behavior and values of people from different cultural contexts.
- Empathize with culturally different others.

Emotional intelligence

- Suspend judgment and be flexible in new and different cultural contexts.
- Apply effective and appropriate strategies to deal with ambiguous situations.
- Describe and manage responses to their own cultural biases and emotional triggers.
- Be aware of personal limits and be open to seek support.

Bridges to others

- Initiate and develop relationships with culturally different others.
- Communicate and interact effectively and appropriately in different cultural contexts.

PHILOSOPHY

Developmental/Modular Approach

Our approach is developmental; each of the 18 modules builds on previous content and grows in complexity while learners progress through the program. The program is designed to provide flexibility as learners complete modules at their own pace. Modules are grouped into three sections: Preparation, Lived Experience, and Debrief. In addition there are modifications for learners on very short programs.

Peer Learning

Peer learning is an important part of the educational programs and is an essential part of the content online. Learners from all over the globe who travel on a variety of programs to various destinations have a chance to engage with each other, share, and reflect on the content and their experiences in the forum spaces.

Blended Learning and Flipped Classroom (certificate only)

By leveraging technology, we can increase our impact and meet learners where they are, both online and offline. We see the GCC as an additive model, in which we are **not substituting** online training for live training events, but making content more accessible and flexible to **increase the impact** of live facilitation.

Benefits

- Learners connect to a global cohort of peers before, during and after their experience in a new cultural environment.
- Those who support the learners in their overall experience develop a common language with learners around intercultural topics and navigating culture (e.g. are you going through a cultural surprise, irritation, or shock?), aiding any challenges a learner might go through.
- The online environment provides continuity and support throughout the learning journey (before, during, and after an intercultural experience)
- Learners can absorb content at their own pace and revisit previous content
- By addressing various learning styles, we meet learners where they are. For example, a reflective observer may enjoy watching videos and reading the forum spaces the most, while people who prefer an active engagement style can actively participate in the forums or live sessions.

RESEARCH BASIS

Acquiring global competence is more than getting on a plane or physically meeting someone from a different culture. The content for the global competence educational programs was designed to meet key educational goals that help learners use their experience in a new cultural environment to develop intercultural competence and navigate cultural difference. The goals are organized into four core areas: self-awareness, awareness about others, emotional intelligence, and bridges across difference.

Too many mobility programs have little or no intercultural competence education to support the experience of their sojourners. They also do not address helpful frameworks for understanding cultural adjustment challenges or coping mechanisms sufficiently. Key findings from the Georgetown Consortium Research Project (Vande Berg, et al, 2009), among other research, guided the development of the global competence educational programs, such as:

- the importance of effective cultural mentoring by skilled individuals;
- need to share culture-general frameworks and culture-specific content up-front;
- including time for regular reflection in program design;
- necessity of a developmental approach (like providing progressively more challenging intercultural growth opportunities)

The same research shows us that of all the variables (including staying with host families, length of the program, access to language learning, etc.), the one variable that has the biggest impact on people's learning for intercultural competence is having intentional, facilitated, intercultural education surrounding one's experience abroad. With the Global Competence educational programs, even a short program can be transformative and an effective 'real lived experience' as part of the Kolb Experiential learning cycle (for more on this, see next page).

Benefit to the workplace

People who have had extended and meaningful intercultural experiences abroad confirm that these have helped them develop a number of skills important to the contemporary workplace and shaped their career paths by helping them find a job that interests them or getting them involved in innovation within the workplace.

Many organizations and employers explicitly mention the importance of international experience and study abroad among the top recommendations by employers in many countries for developing a global workforce. The Global Competence educational programs provide the framework to not only help program participants develop cross cultural skills but also the language to effectively articulate these skills on their resumes.

¹ https://www.britishcouncil.org/sites/default/files/_a_world_of_experience.pdf

² <https://www.britishcouncil.org/sites/default/files/culture-at-work-report-v2.pdf>

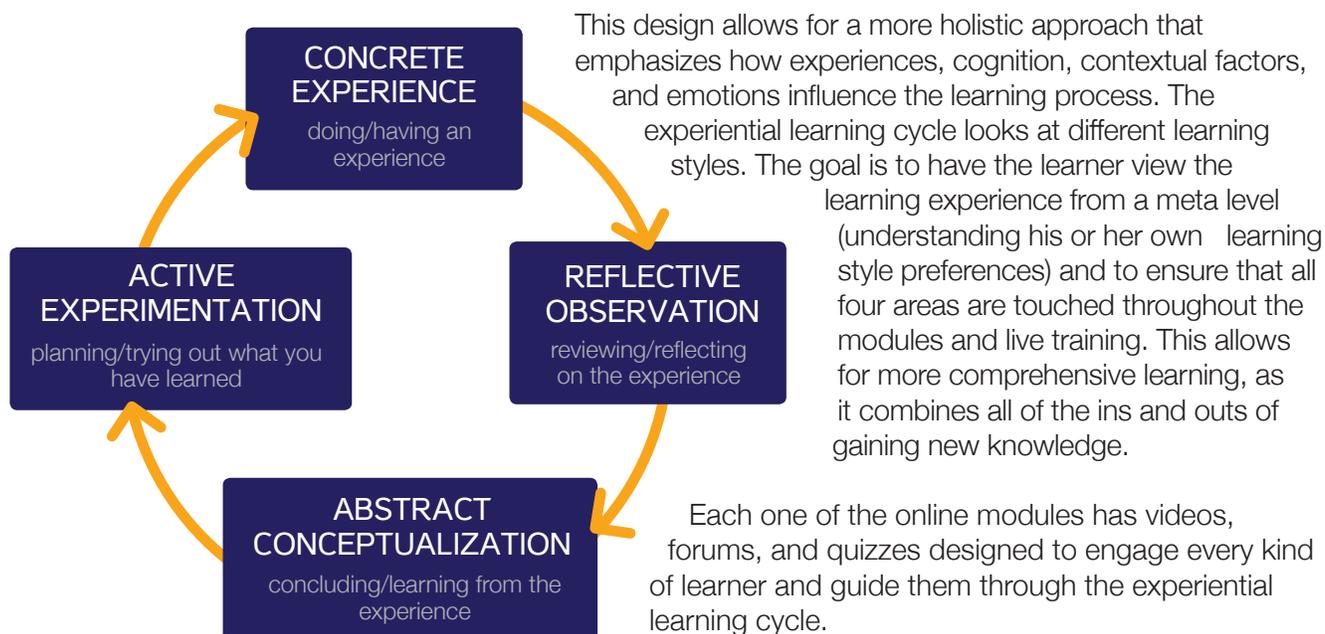
FRAMEWORK

Experiential Learning

Research (Vande Berg, et al, 2009) shows us, that of all the variables (including use of host families, length of the program, access to language learning, etc.), the one variable that has the biggest impact on people’s learning for intercultural competence is having intentional intercultural education surrounding one’s experience abroad. Even a short program can serve as a powerful catalyst and an effective ‘real lived experience’ as part of the Kolb Experiential learning cycle.

The content of the Sentio educational programs are designed to follow the four areas of the experiential learning cycle, as described by David Kolb (1984):

- Concrete Experience (CE): your actual lived experience (past) or experience you are going through at the moment (present).
- Reflective Observation (RO): including personal reflection, both internally (e.g., via journaling) and externally (e.g., via forum or live discussions)
- Abstract Conceptualization (AC): bringing in theories and models, definitions, key authors, etc.
- Active Experimentation (AE): testing new learning, either within the training environment or out in the field in a controlled setting



CONTENT OF THE PROGRAMS

	Global Competence Training Program	Global Competence Certificate
Individual account for online learning environment	✓	✓
Access to 18 online modules with video content subtitled in multiple languages	✓	✓
Access to forum space for reflecting with peers from around the world	✓	✓
Access to online quizzes and assignments related to content	✓	✓
Live reflection session with a qualified facilitator as preparation		✓
Two live reflection sessions with a qualified facilitator during the experience*		✓
Live reflection session with a qualified facilitator as debrief		✓
Verified certificate of completion		✓

*One session may be offered when programs are shorter than 6 weeks.

What is included online?

- There are 18 modules on key intercultural topics and cultural adjustment.
- Each module includes a video with forums and assignments for the learner.
- Assignments are both reflective and interactive. Some can be done by the learners on their own; others include engaging with others (virtually and/or face-to-face).

What is the content that will be covered in each of the 18 modules?

The educational content is spread throughout the learners' entire journey, with modules to prepare you for the lived experience, as well as debriefing. The content, reflection questions, and assignments are selected based on best practices in the field of intercultural learning and cultural adjustment.

Why earn a certificate?

Long considered an essential 21st century core competency, cross-cultural (or intercultural) experience and skills help make you more marketable in a global economy. With a qualified facilitator guiding the process toward certification, you maximize your learning.

For the latest news and to learn more visit www.sentionetwork.org/eduprograms/

PREPARATION

1. Roadmap to intercultural learning

This module maps out where the learning journey will take learners and helps them understand the the GCTP and GCC's methods and benefits.

2. Metaphors of culture

What exactly is culture? This is a tough question with lots of possible answers. In this module we'll share one definition of culture and three metaphors to help us have deeper conversations about culture.

3. "Me" as a cultural being

Everyone has a culture, so what culture or cultures do the learners feel they belong to? Answering these questions is key to understanding and interacting with other cultures.

4. Stereotypes and generalizations

We all make assumptions about others. How can we make sure we're making informed generalizations and not stereotyping?

5. Cultural values

Here we look at how certain powerful cultural generalizations help us understand difference, and how people and cultures fall on a continuum.

6. Communication styles

In this module, we explore the continuum of preferred communication styles to help understand how miscommunication might be linked to our cultural differences.

7. When cultures collide

Have you heard of "culture shock"? We explore how this works and the different levels of surprise, irritation, and conflict we can experience when dealing with a new cultural environment.

8. Balancing challenge and support

Now that we can identify a possible culturally rooted irritation or conflict, how can we deal with challenging moments?

9. How to cope with the challenges

What strategies will work for you when coping in your new cultural environment?

LIVED EXPERIENCE

10. “Them” as cultural beings

We revisit the idea of cultural identities to help learners place their new cultural environment, and the people in it, in context.

11. Cultural surprises and irritations

Now that the learners are in their new cultural environment, we go further in our discussion of cultural surprise, irritation, and conflict and ask them to reflect on some examples from their recent experiences.

12. Navigating culture

It's one thing to come up with strategies, and quite another to implement them when it comes to coping in a new cultural environment. We ask learners: How is it going? What have you learned so far?

13. Describe, Interpret, and Evaluate: a framework

Here we give learners a concrete tool for analyzing situations and events without rushing to judgment.

14. More cultural values

This is a look at a few more powerful cultural generalizations and a chance for learners to situate themselves in their new cultural environment.

15. Dealing with conflict

We've discussed why conflict might happen between cultures, but here we look at how “conflict” itself can vary across cultures. Like the value dimensions, this is a continuum of preferred styles that can help us navigate and resolve conflicts.

16. Power and privilege

Another subtle type of conflict, called micro-aggressions, is common when dealing with people who are different from us. Often we don't even realize they're occurring, and they can be seriously damaging, as they play on sensitive issues of identity, belonging, and privilege. We'll learn how to identify, manage, and reduce them.

DEBRIEF

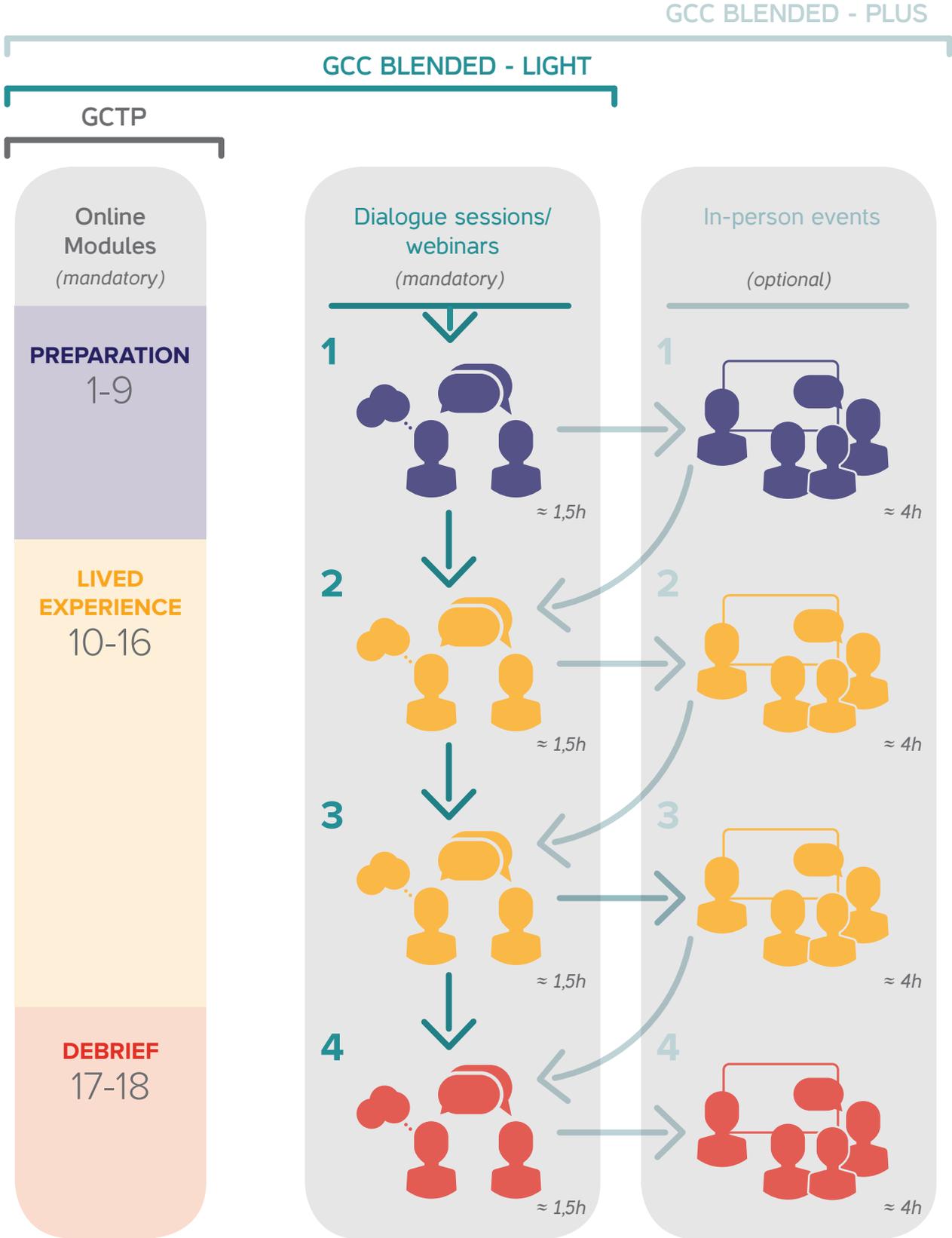
17. Making sense of the experience

This is the essential debrief to intercultural and experiential learning. We'll ask questions and guide learners to reflect and make meaning from their experiences.

18. Taking action

We think the learning doesn't end here; in fact, it's just beginning! Here we ask learners to take what they've learned and apply it to make their world a more intercultural and peaceful place.

GLOBAL COMPETENCE TRAINING PROGRAM (GCTP) & GLOBAL COMPETENCE CERTIFICATE (GCC)



DESIGN TEAM BIOGRAPHIES



Marcela Lapertosa, Designer & Project Coordinator, is a psychologist with over 8 years of clinical experience focusing in child and adolescent psychology. She holds a Master's degree in Cross-Cultural Psychology from Brunel University in London.

She has over 10 years of experience working as a trainer, coach, and trainer-for-trainers at National, Regional and International events in over a dozen countries and is a qualified administrator in the Intercultural Development Inventory (IDI).

Currently she is the Director of Education and Intercultural Learning at AFS International. She has lived in Argentina, Denmark, the UK, and Australia.



Dr. Michael (Mick) Vandenberg, Designer, completed his Ph.D. in Comparative Literature at the University of Illinois at Urbana-Champaign. He has held leadership positions at several institutions and organizations unusually committed to international education, including CIEE, Georgetown University, the School for International Training, Michigan State University, Kalamazoo College, and el Instituto Internacional, in Madrid.

He studied in Mexico and has lived and worked for extended periods of time in Spain and France. His numerous publications include Student learning abroad: What our students are learning, what they're not, and what we can do about it. He has led several research studies, including the Georgetown Consortium Project. He is frequently invited to speak, in the U.S. and elsewhere, on international and intercultural topics and to deliver intercultural workshops and coaching to faculty and staff.

A senior faculty member of the Summer Institute for Intercultural Communication (SIIC), Mick is a founding Board member of the Forum on Education Abroad, and he recently received the Forum's Peter A. Wollitzer award for his "remarkable effectiveness in influencing institutions of higher education to understand and support study abroad."



Frauke Peter, Designer, is an intercultural trainer, coach and organizational consultant. She holds a degree in psychology with a focus on counseling, facilitation and training with an additional degree in conflict resolution.

She has over 15 years of experience in training and facilitation and currently works in intercultural training and project management at InterCultur in Germany. Her areas of expertise are intercultural facilitation and training, strength-based coaching, job crafting, and designing learning opportunities. Frauke has lived in Ecuador, Israel, and the Netherlands and worked in various countries.



Niels Martiny, Designer, works for the Danish Board of Higher Education in the area of European Union Erasmus+ grants to the (upper) primary school education sector. As such Niels works with the integration of an international perspective in day to day curriculum and teaching. Before that, he worked for them as an international adviser and consultant to Danish schools wishing to integrate a global perspective to school life and curriculum.

Niels has also worked with AFS Denmark and with Actionaid in Nepal as a trainer facilitating youth capacity building in relation to human rights, intercultural conflict management and global citizenship. Niels has a master's degree in Social Anthropology from the University of Århus with fieldwork experience in Peru.



Melissa Liles, Project Executive & Designer, is Chief Education Officer of AFS Intercultural Programs, and directs AFS's global intercultural learning initiatives and outreach, working with expert academics and practitioners as well as AFS leaders in over 50 countries, to enhance its already well-established educational impact for the approximately 13000 learners it serves each year through a comprehensive training scheme designed for 43000 staff and adult volunteers worldwide.

Before joining AFS, she worked in communications and advertising including youth marketing for Fortune 100 brands (PepsiCo and Procter & Gamble). Her undergraduate and graduate studies were at the University of North Carolina at Chapel Hill, USA. In addition to living throughout the southern US, she has spent time in Austria, France, the Netherlands and Tunisia.



Kate Sanders, Designer & Support, is a trained anthropologist and educator with a wealth of international experience and a passion for experiential education. She has conducted cultural anthropology fieldwork and research in both rural Ohio and Honduras. She has a Master's degree in Anthropology and Education from Teachers College at Columbia University where she focused on non-formal education, curriculum development, educational theory, and global citizenship education.

She is a qualified administrator of the Intercultural Development Inventory (IDI) and former English, Spanish, and history/civics instructor. She's lived for extended periods of time in Guatemala, Honduras, Australia, Spain, and Vietnam (as a student, teacher, and researcher) and travelled extensively.



Bert Vercamer, Designer & Project Manager, has a Masters in Economics and is currently finalizing a Masters in Intercultural Relations. He received his education from institutions in Belgium, Germany, Switzerland, South Africa and the USA. Personally he lived in 5 countries and professionally he worked in the field of organizational development, governance, training and startups in 40 countries, taking on key leadership roles in Sweden and South Africa.

Over the past 5 years Bert has provided intercultural training to executives at BP, Merck and Pfizer and other professionals. He is a qualified/certified administrator in the Intercultural Development Inventory (IDI), the Intercultural Awareness Profile (IAP), the Intercultural Readiness Check (IRC), the Global Competencies Inventory (GCI) and the Intercultural Effectiveness Scale (IES).

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